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SUGGESTIONS FOR THE YEAR'S STUDY

HISTORY I.

VASSAR COLLEGE

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HISTORY I.

VASSAR COLLEGE.

Dept of History

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by
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Gib

Author

(Mrs.)

SEP 18 1913



"Take these hints as suggestions, not as instructions, and improve on them as you grow in experience."

"Historical genius consists in an unlimited capacity for taking pains."

"The ideal college education seems to me to be the one where a student learns things he is not going to use in after life by methods that he is going to use. The former element gives the breadth, the latter element gives the training."—*President Hadley, cited by President Lowell in his Inaugural Address, October 6, 1909.*

"To find things out for oneself is the very essential of education."—*Percy Gardner.*

"Under the French they (the Piedmontese) had acquired the habit of thinking, and there are few habits so hard to break off as that."—*W. R. Thayer.*

PREFACE

This pamphlet has been arranged in the hope that it may enable the students in History I. to become acquainted with the history treasures of the library and to acquire facility in using them. If it proves of help to anyone, the help may be passed on to others by contributing suggestions for its improvement to any of the officers of the Department of History.

L. M. S.

Poughkeepsie, N. Y.,
September, 1913.

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SUGGESTIONS FOR THE YEAR'S STUDY

HISTORY I.

I. INTRODUCTION

1. Description of the course.

"Course 1. General European History. Freshman or sophomore year, first and second semesters [3].

PROFESSOR SALMON, PROFESSOR BALDWIN, ASSOCIATE PROFESSOR ELLERY, ASSISTANT PROFESSOR TEXTOR, ASSISTANT PROFESSOR THALLON AND MISS THOMPSON.

The aim of this course is to give a general outline of the development of Western Europe from the ninth to the nineteenth century. It includes a study of the principal institutions of the Middle Ages, as feudalism, the church, and the mediaeval empire, followed by a study of the renaissance, the reformation, religious and political wars, and the development of modern states.

Special attention is given to the use of books, including facility in the use of the library catalogue and general bibliographies, and to connecting the work in History with other college courses and with general reading.

The work is conducted by means of text books, library references, class discussions and especially by personal conferences with each member of the class."

2. What the student brings to the first year of college work in history.

History.

One year's work,
 what has been studied,—
 Ancient history to 800 A. D.
 how it has been studied,—
 study of a single text with collateral reading,
 some practice in note-book work,
 some training in reconstructing the past through the
 use of illustrative material.

Language.

English,
 a fair command of Latin,
 a fair reading knowledge of two of the three languages—
 French, German, or Greek.

Mathematics.

ability to reason.

Science.

ability to observe.

3. What the student should gain from Course I in History.

From the subject studied:

a bird's-eye view of Western Europe,
 an appreciation of historical developments,
 an understanding of the unity and continuity of history,
 historical perspective,
 a background for work in other subjects.

“Standing on a hilltop, a landscape will spread out like a map before us. We can see the prominent points, the heads of streams, the rocks, the coast, everything lies in proper perspective. Thus looking back upon History, we can see the importance of events which are hid from participants and onlookers.”—*P. J. Hamilton.*

From the study of the subject:

ability to use books,
 to analyze material,
 to vivify historical facts,
 to respect facts,
 to value accurate, painstaking work,
 to understand the difference between reading history and
 studying history,
 to appreciate the difference between history and historical
 record,
 to understand what the historian does in writing history,
 to connect the present with the past and the past with
 the present.

“The roots of the present lie deep in the past, and nothing in the past is dead to the man who would learn how the present comes to be what it is.”—*Stubbs.*

“No man is fit to be entrusted with the control of the present who is ignorant of the past; and no people who are indifferent to their past need hope to make their future great.”

II. THE COLLEGE LIBRARY.

The college library.

1. Description.

Consult *Handbook*; also, pamphlet, *The Thompson Memorial Library Building*.

2. History.

Wood, F. A. *The Evolution of the Library*.

3. The building—meaning of

Exterior form.

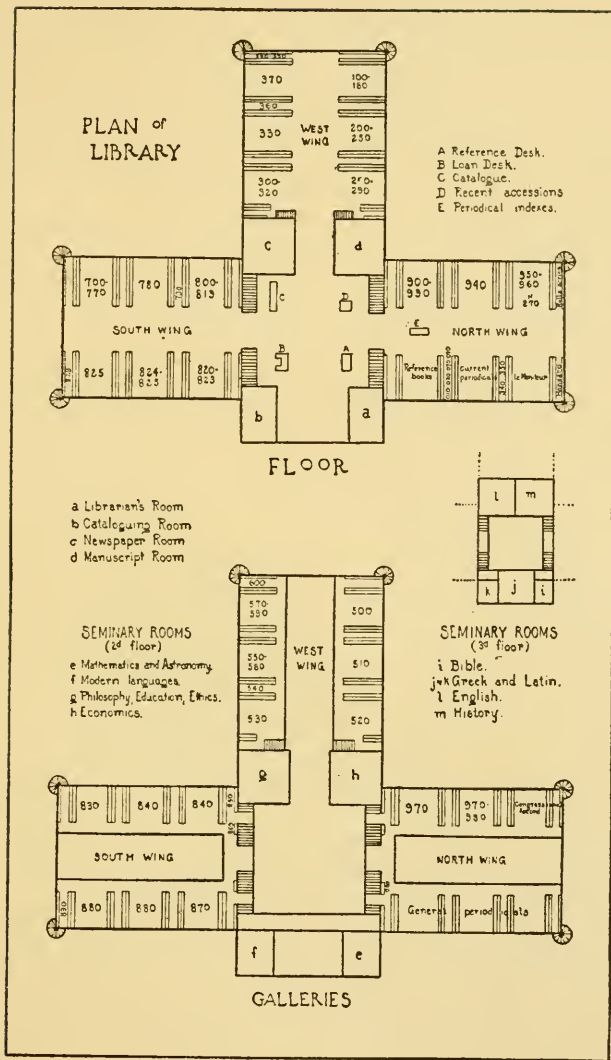
Interior,

west window,
printers' marks in windows,
college seals,
tapestries.

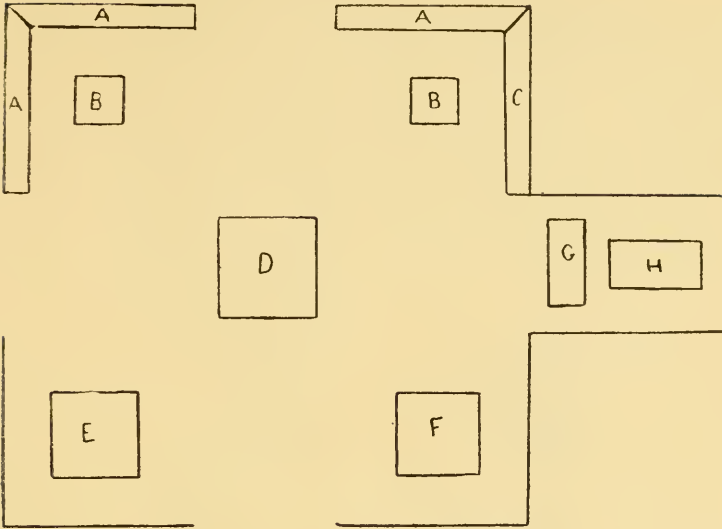
General plan,—

location of
card catalogue,
works on history,
basement,
floor,
gallery,
seminary room,
drawing tables.

4. Plan of the library



5. Plan showing arrangement of entrance hall.



- A card catalogue.
- B catalogue table.
- C recent accessions.
- D loan desk.
- E cataloguer.
- F associate librarian.
- G reference librarian.
- H periodical and other indexes.

6. Classification of books.

"To learn to classify is in itself an education."

The books in the college library are arranged and catalogued according to the *decimal classification*. This is also called the *Dewey system*, from the originator, Melvil Dewey.

"By this system the field of knowledge is divided into 9 main classes and these are numbered from 1 to 9. Cyclopaedias, periodicals, etc., so general in character as to belong to no one of these classes are marked 0, and form a tenth class. Each class is similarly separated into 9 divisions. Divisions are similarly divided into 9 sections, and the process is repeated as often as necessary."—*Dewey*.

The general classes are

0	General works	5	Natural science
1	Philosophy	6	Useful arts
2	Religion	7	Fine arts
3	Sociology	8	Literature
*4	Philology	9	History

The divisions of Class 9 are

900	History	950	Asia
910	Geography and travels	960	Africa
920	Biography	970	North America
930	Ancient history	980	South America
940	Europe	990	Oceanica. Polar regions

The Sections of 940 are

940	Europe (general)	945	Italy
941	Scotland. Ireland	946	Spain. Portugal
942	England. Wales	947	Russia
943	Germany. Austria	948	Norway. Sweden. Denmark
944	France	949	Minor Countries

Thus 942 means Class 9 (History), Division 4 (Europe), Section 2 (England), and every history of England is numbered 942.

* Incorporated in Vassar College Library with Class 8.

The decimal point separates the general sections from their sub-divisions.

The sub-divisions of 940 are

- 940.1 Mediaeval Europe
- .2 Rise of new nations
- .3 Age of feudalism
- .4 Age of chivalry
- .5 Modern Europe
- .6 Renaissance period
- .7 Age of the Reformation
- .8 Napoleonic period
- .9 Current history

The sub-divisions of 942 are

Period divisions

- 942.01 Anglo-Saxon
- .02 Norman
- .03 Plantagenets
- .04 Lancaster and York
- .05 Tudor
- .06 Stuart
- .07 Hanover
- .08 Victoria

Geographical divisions

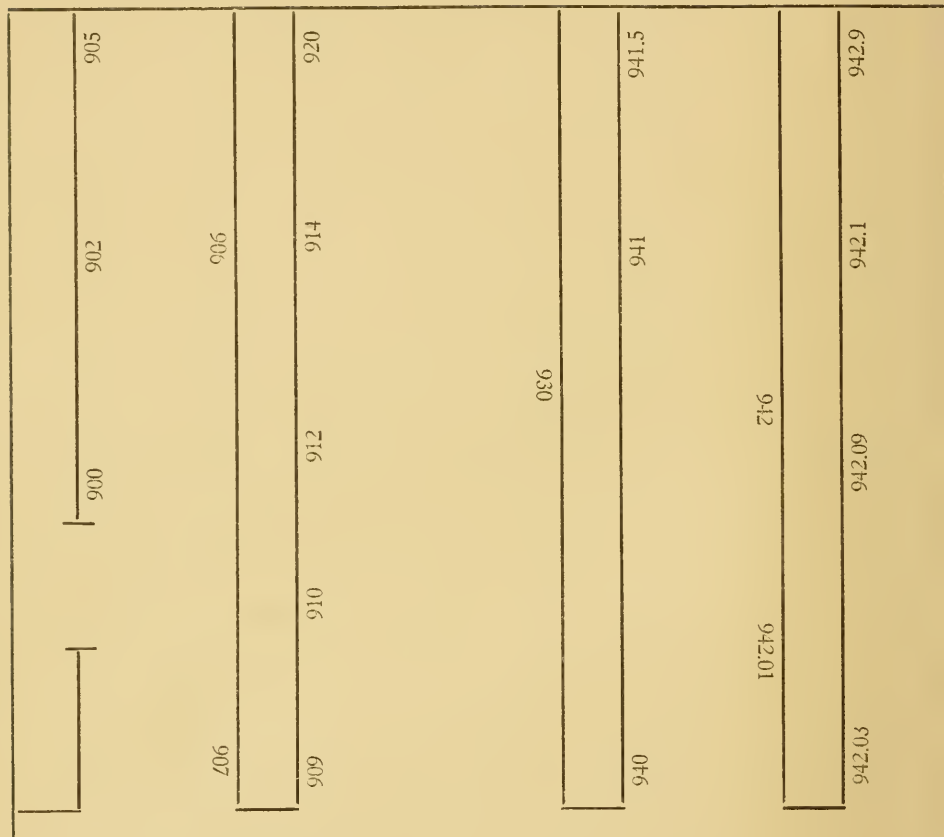
- 942.1 Middlesex. London
- .2 Southeastern
- .3 Southwestern
- .4 West Midland
- .5 North and South Midland
- .6 Eastern
- .7 Northwestern and Yorkshire
- .8 Northern
- .9 Wales

A study of the main features of the Dewey system of classification will help much in finding quickly the histories on the library shelves.

"It is undoubtedly true that no system ever invented has been applied to as many libraries as this."—*E. C. Richardson.*

7. Chart showing location of books

7. This chart shows the general location of the greater part of the books used in F.



900 History—General Bibliography.
 902 Chronological Tables.
 905 Historical Periodicals.
 906 Historical Societies.
 907 Study and Teaching.
 909 Universal and General Modern Histories.
 910 Geography and Travels.
 912 Maps and Historical Atlases.
 914 Travel in Europe.
 920 Collective Biography.

930 Ancient History.
 940 Modern History—Europe.
 941 Scotland.
 941.5 Ireland.
 942 England.
 942.01—942.09 Period Divisions.
 942.1 London.
 942.9 Wales.

943	943.01	943.08	943.6
944.04	944.01		944
	944.08	944.2	944.9
946	946	946	946
	947		
		948	
		950	270
		960	
282	280	274	271

- 43 Germany and Austria.
- 43.01—943.09 Period Divisions.
- 43.6 Austria.
- 44 France.
- 44.01—944.08 Period Divisions.
- 44.2 Normandy.
- 44.9 Provence.
- 45 Italy.
- 46 Spain.
- 47 Russia.
- 48 Norway, Sweden and Denmark.
- 49 Minor Countries of Europe.

- 950 Asia.
- 960 Africa.
- 270 Church History.
- 271 Monastic Orders.
- 274 Reformation.
- 280 Churches and Sects.
- 282 Roman Catholic Church.

8. The card catalogue.

- Types of card catalogues.
 Consult *Handbook*, p. 3.
 Meaning of
 blue cards,
 red edged cards,
 cross reference cards,
 series cards.
 Analysis of specimen card;

940
R562

Robinson, James Harvey, 1863—

An introduction to the history of western Europe, by James Harvey Robinson. . . Boston and London, Ginn & company, 1903.

xi p., 1 l., 714 p. front., illus., pl., maps. 19½cm.

In two parts. Part one was first published in 1902.
 "List of books": p. 689-690.

The Library has 3 other copies

Subject entries: Europe—Hist.

3—6172

Library of Congress, no.



D103.R67. Copyright.

9. Assistance in the use of the library.

*"Become acquainted with the Library as soon as possible. The Reference Librarian expects every new student to come to the Reference Desk to be shown the arrangement of the Library and the use of the catalogue and to receive a copy of the Library Handbook."**

Ask at the loan desk (Chart, desk D) if you wish to know the location of a book on the shelves, whether a book is out, or otherwise accounted for at the desk.

Ask the reference librarian (Chart, desk G) if you wish help
in finding material on any subject,
in finding out what is in a book,
in knowing how to use a book,
in knowing how to use the card catalogue.

Ask your instructor in history if you wish to know the most authoritative material on any subject in history,
the comparative value of different histories covering the same field,
what histories it is best to purchase.

10. Co-operation with the library.

How you can "do your part to make the library an ideal place in which to work."*

Report at the loan desk
any imperfections found in a book,
uncut leaves,
books missing.

Tell your instructor in history about
works of fiction or poetry bearing on the subject studied,
histories you have seen or used elsewhere that are not in the college library.

Bring from your home, if not needed there, and give to the library, if it does not have them,
histories,
biographies,
old text-books in history,
single numbers, or sets of periodicals,
unusual newspapers.

Personal use of the library
Study the *Library Handbook*.
"Put yourself in his place."

* *Students Handbook*, 1912, p. 93.

III. MATERIAL.

1. Material that should be owned by every student.

a. Books.

- James Harvey Robinson,
An Introduction to the History of Western Europe, price,
 \$1.60.
Readings in European History, 2 vols., price, \$1.50 each.
- Earle W. Dow,
Atlas of European History, price, \$1.50, or,
- William R. Shepherd,
Historical Atlas, price, \$2.50.

b. Accessories.

- History pads, .05 each.
 Heavy manila envelopes, two for .01.
Suggestive Lists for Reading in History, price, .25.
 Small globes may be obtained, if desired, price, .10.

2. General material with which the student works.

- Books, maps, charts, diagrams, genealogical tables, photographs and similar reproductions of works of art.

3. Specific material available to every student.

Bibliographies.

- Make use of bibliographical lists, such as those found in Robinson and other recent histories, and in the college library catalogue.

Works of reference.

- "A reference book is a book which is to be consulted for definite points of information rather than read through, and is arranged with explicit reference to ease in finding specific facts."—*E. C. Richardson*.

a. General.

- Kroeger, A. B. *Guide to the Study and Use of Reference Books*.
 Ploetz, Carl. *Epitome of Ancient, Mediaeval, and Modern History*.

b. Dictionaries.

- Murray, J. A. H. *New English Dictionary on Historical Principles*. vols. 1—
The Century Dictionary. 6 vols.

c. Encyclopaedias.

- Encyclopaedia Britannica*. 28 vols. and Index.
 Larousse, P. N. *Grand dictionnaire universel du XIX^e siècle*. 17 vols.
 Meyer, H. J. *Konversations-Lexicon*. 21 vols.
 Consult Kroeger, Second ed., 1908, pp. 20-21, for suggestions as to the use of encyclopaedias.

- d. Periodicals.
 Poole's *Index to Periodical Literature*. 6 vols. and annual supplements.
New York Daily Tribune. Index. 1893-1906.
- e. Year Books.
Hazell's Annual.
Statesman's Year-Book.
World Almanac.
Minerva; Jahrbuch der gelehrten Welt.
- f. Atlases.
Century Atlas of the World.
 Putzger, F. W. *Historischer Schul-Atlas*.
 Rothert, E. *Karten und Skizzen*, 4 vols.
- g. Autobiographical.
Who's Who? (England)
Who's Who in America?
Qui êtes-vous?
Wer ist's?
Chi è?
- h. Biographical.
The Century Dictionary of Names.
 Stephen, Leslie. *Dictionary of National Biography*. 63 vols.
Cyclopaedia of American Biography. 7 vols.
- i. Ecclesiastical.
 Addis, W. E., and Arnold, Thomas. *A Catholic Dictionary containing some Account of the Doctrine, Ceremonies, Councils, and Religious Orders of the Catholic Church*.
The Catholic Encyclopaedia. 15 vols.
The Jewish Encyclopaedia. 12 vols.
 McClintock, J., and Strong, J. *Cyclopaedia of Biblical, Theological, and Ecclesiastical Literature*. 10 vols., and supplement.
- j. Miscellaneous.
 Du Cange. *Glossarium Manuale ad Scriptores mediae et infimae Latinitatis, etc.*
 Lalor, J. J. *Cyclopaedia of Political Science, Political Economy, and of the Political History of the United States*. 3 vols.
 Low, S. J., and Pulling, F. S. *Dictionary of English History*.
 Palgrave, R. H. I. *Dictionary of Political Economy*. 3 vols.
 Sturgis, R. *Dictionary of Architecture and Building*. 3 vols.

IV. GENERAL OUTLINE OF THE SUBJECT STUDIED.

The first chapter of Robinson's *Introduction to the History of Western Europe* states the object of the book, it gives the point of view of the author, and it indicates the present tendencies in the study and the writing of history, especially that of emphasizing the unity and the continuity of history.

A careful study of the *Contents*, pp. vii.—viii., will give the general outline of the subject as it is studied throughout the year. An examination of the running side lines of the separate chapters, found on the individual pages, will give a more detailed analysis of the subject.

V. PREPARATION OF WORK.

1. General steps in studying any history.

Analysis of the book with reference to,—

Author,—nationality, residence, education, occupation, politics, religion, personal characteristics.

General form,—title-page, copyright, contents, chapter headings, head-lines, side-lines, margins, signature, body of work, foot-notes, illustrations, maps, charts, diagrams, genealogical tables, appendices, index.

Structure,—sentence, paragraph, chapter, book. "Every good book can be summed up in a single sentence."

Contents.

Authoritativeness.

2. First steps in studying Robinson's History of Western Europe.

Study the first two points noted above.

Read the *Contents*.

Read the *Preface*,—what purpose does it serve?

Consult the bibliography at the end of each chapter and underscore, with ink, all books owned,
with pencil, all books accessible in the Library and elsewhere.

3. Suggestions for reading.

Read an entire chapter to gain a general view of the subject and note the relation of the sub-divisions to the main topic.

Supplement this by reading the same subject in a more detailed work, such as one of the volumes in *The Periods of European History* series, Emerton's *Mediaeval Europe*, or Bémont and Monod's *Mediaeval Europe*.

Vivify the subject by reading the corresponding selections in Robinson's *Readings*, the University of Pennsylvania *Translations and Reprints*, Henderson's *Select Documents*, or other primary sources.

Read such authorities as will serve to bring together and interpret the important lines of thought, as Adams' *Civilization During the Middle Ages*, Taylor's *Classical Heritage of the Middle Ages*, or Bryce's *Holy Roman Empire*.

Read some work of poetry or fiction bearing on the period. Consult *Suggestive Lists for Reading in History*.

"Historical events and movements are frequently fixed in the memory by the perusal of books which may be inaccurate in themselves, especially as to details, but which, nevertheless, leave a permanent and reasonably correct impression on the mind of the reader."—Channing and Hart, *Guide to American History*, p. 135.

Study some work of art illustrating the subject, as Dürer's *Charlemagne*, Chapu's *Joan of Arc*, photographs of cathedrals, etc.

Aim to make all general reading and study of art bear on college work.

4. Suggestions for notes from reading.

Note-taking. "My method has usually been, 1, to read over regularly; 2, to glance again over all I have read, and analyze."—*Gladstone.*

On the general subject of note-taking, consult S. S. Seward, Jr., *Note-taking*; on outlining, consult M. Ball, *The Principles of Outlining.*

Four essentials are involved in good note-taking;—

a. *Content.* The meaning of the author read must be preserved, but it must be expressed in the words of the reader. This is best done by using the analytical form. The following suggests one way of analyzing Robinson, *Western Europe*, pp. 56-57:—

Monks in Europe
 Importance
 Orders
 Benedictines
 Franciscans
 Dominicans
 Jesuits
 Eminent monks
 Bede
 Boniface
 Abelard
 Thomas Aquinas
 Roger Bacon
 Fra Angelico
 Savonarola
 Luther
 Erasmus
 Reasons for strength
 appeal to many classes
 place of refuge for the
 spiritually minded
 studious
 discouraged
 disgraced
 indolent
 favored by
 kings
 nobles

b. *Quotations.* When it is necessary to use direct quotations, the quotations must be made with extreme care—"verbatim et literatim et punctatim—" and quotation marks used.

c. *Reference to authorities.* The authority used must be cited for all notes taken either in the form of analysis, paraphrase, or direct quotation.

The reference is given in the foot-note.

Since the description of the work is given in the bibliography, it is necessary to give only author and page.

The following suggests one form:

	Revival of Empire
	<p>Causes: Middle Ages unpolitical, interest in Visible Church, belief in World-State, interdependence of Papacy and Empire, union of Church and State, etc.¹</p> <hr style="width: 20%; margin-left: 0;"/> <p>¹ Bryce, pp. 89-121.</p>

d. *Analytical Outline.* After the completion of the notes from reading, an analytical outline should be made based on the material contained in the notes. This forms the table of contents of the notes taken from the reading.

e. *Punctuation and Capitals.* For general questions connected with the subject, consult,

C. S. Baldwin, *A Summary of Punctuation.*

W. S. Booth, *Notes for the Guidance of Authors.*

Note especially

difference in meaning of similar forms,

Adams, pp. 5-7, pp. 5, 7.

Green, 4 vols., vol. IV.

5. Suggestions for bibliography.

Make out a bibliography in card-catalogue form of all authorities used on any one piece of work.

Each card or slip should include

name of author in directory form,

title of the book,—to be taken from the title-page, not from the cover of the book,

if the work has more than one volume, the number of volumes in the set,

place and date of publication,

brief estimate of the value of the book for the purpose used.

The bibliography is a "guide to the best authorities on the subject;" the bibliographical card is therefore a description of the work as a whole. Exact references to volume and page where facts are found belong in the footnotes, not in the bibliography.

The following forms are given suggesting varying illustrations of bibliographical principles:

	Bryce, J.
	The Holy Roman Empire. Rev. ed. N. Y. 1904.
	Gibbon, Edward. ed. by J. B. Bury.
	Decline and Fall of the Roman Empire. 7 vols. London. 1900-1904. "At once scrupulously faithful in its facts, consummate in literary art and comprehensive in analysis of forces affecting society over a very long and crowded epoch."— <i>Frederic Harrison</i> .
	Haskins, C. H.
	"Knight Service in Normandy in the Eleventh Century." <i>English Historical Review</i> , 1907, XXII.
	Leathes, S.
	"Richelieu." <i>Cambridge Modern History</i> , IV.
	Shotwell, J. T.
	"The Middle Ages." <i>Encyclopaedia Britannica</i> , XVIII.

Note especially

that a bibliography is general and descriptive and therefore should not include specific reference to volume and page.

that the value of a bibliography often depends quite as much on what it omits as on what it contains.

that the arrangement should be alphabetical, by authors, that academic titles are omitted.

A supplementary bibliography may include the titles of books not used in connection with the work, but desirable to preserve for future use. These titles should be distinguished from those used by an asterisk. (*)

6. Suggestions for definitions.

Make a list of all technical terms found in history reading and give each its proper definition, as *allod*, *beneficium*, *bull*, *charter*, *code*, *comitatus*, *dispensation*, *fief*, *homage*, *immunity*, *indulgence*, *over-lord*, *peacc*, *relief*, *suzcrain*, *treaty*, *vassal*, *villain*.

7. Suggestions for summaries.

All work in history should lead to a conclusion. This conclusion, or summary, may change with the acquisition of new material and it can therefore never be considered final; it represents only the decision reached in view of the evidence already collected.

The summary presented by the student should state clearly what the study of the subject has meant to her, it should bring to a focus all the reading that has been done on a subject, and it should be an interpretation of the facts found rather than a presentation of new facts or a repetition of facts given in the notes.

8. Suggestions for special topics.

The topic

Definition

The topic is a study made of a limited field of history. It involves the use of various parallel authorities, it brings to a conclusion the reading done on the subject, and when finished it is in plan a miniature chapter of a book.

Substance

The topic comprises the notes taken from reading, a bibliography showing the authoritativeness of the works used, and a summary of what has been done.

Arrangement

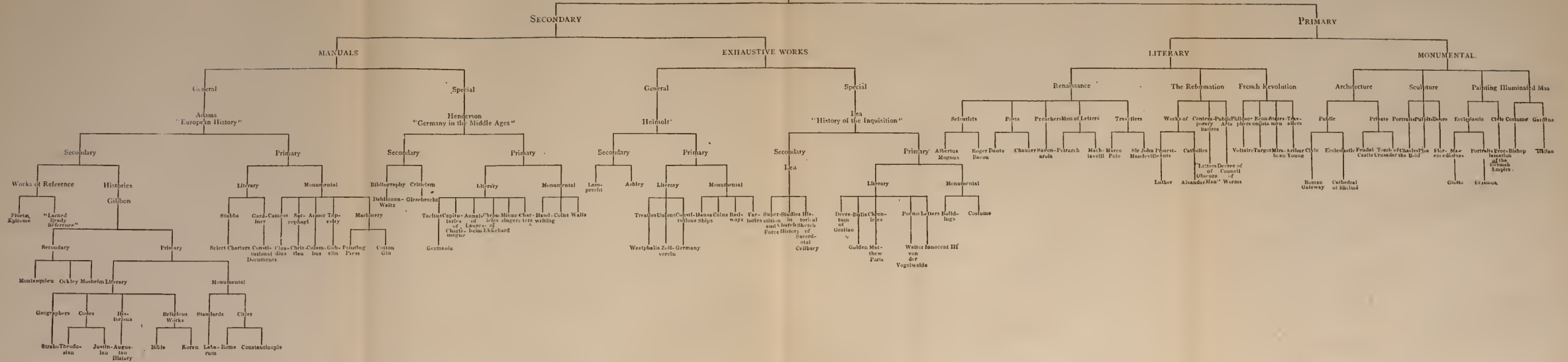
The arrangement of the material should be
 subject of topic
 table of contents
 bibliography
 notes from reading
 summary.

VI. AUTHORITATIVENESS OF THE HISTORIES STUDIED.

A. Chart illustrating Robinson's *Western Europe*.

CHART ILLUSTRATING ROBINSON'S HISTORY OF WESTERN EUROPE

SOURCES



VI. AUTHORITATIVENESS OF THE HISTORIES STUDIED.

A. Chart illustrating Robinson's *Western Europe*.

B. Explanation of the chart.

The writer who today brings before the public a new history must be prepared to find his every statement met by the question, "What is your authority?" The challenge that in one form or another meets the historian at every step on his way is, "What is the basis of your conclusion?" "How do you know?" If at any point he fails to meet the challenge, his entire work falls to the ground unsupported.

From the child who asks for a "true story" to the mature reader and student of history the demand is universal that story-teller and historian alike shall give an absolutely faithful portrayal. Consciously or unconsciously the reader of today looks with disfavor on "Froudacity"; on history written solely for effect; on superficial, inaccurate work; on formless, jellyfish histories written to please everybody; on "safe" histories that like "safe" candidates are offered, the one to find purchasers, the other to find votes.

If therefore the historian can not show that his authority is unimpeachable, that the evidence he produces is absolutely trustworthy, that those upon whose authority he is forced to rely have had an eye single for the truth, his work justly fails in creditability in the view alike of readers and of scholars.

This demand for evidence, made today of every historian, is the explanation of the wealth of bibliographical material that accompanies every history, of the elaborate foot-notes through which the author substantiates his statements, of the change in the preface from apologies for literary shortcomings to statements concerning the writer's indebtedness to fellow-historians. The historian exhausts every means at his command to show the authoritativeness of his work; this is the alpha and omega of his historical creed.

If then we turn to the most recent works worthy to be called history, we are able to lay bare the evidence on which they are based and to penetrate to the very substratum of the authority on which they rest. It is the purpose of the accompanying chart to show how this may be done. Mr. Robinson's work has been selected for the illustration because it is the most recent of the manuals in general use, and because through preface, foot-notes, bibliographical lists, maps, and illustrations it invites the most thorough examination of the sources of its authority.

The historian classes the authorities he uses under the two main heads—secondary and primary. The term "secondary authorities" does not mean that these are of secondary importance; nor does it mean that they are second rate in character, for they are often more valuable than so-called primary authorities, since the work of a distinguished historian can usually be accepted at its face value, while primary authorities must be tested by every known canon of historical criticism before they can be accepted by the historian. The best secondary authorities are based on original sources and on other secondary authorities that are unimpeachable. They deal with certain periods of phases of history so well and so exhaustively that they have become authoritative. It is impossible for any historian to investigate from the sources alone any period of history, however

limited it may be, and he therefore avails himself of the work done by others.

If we examine the *History of Western Europe*, we may class the secondary authorities on which it is based under the heads *Manuals* and *Exhaustive Works*, and each of these again under the heads *General* and *Special*. If we examine a general manual, like Adams' *European History*, we shall find that it in its turn is based in part on secondary authorities such as certain well-accepted works of reference, especially those by French and German scholars, and certain English classics, like Gibbon, which in their turn are based in part on secondary and in part on primary authorities. But Adams' handbook also is in large measure based directly on primary authorities both literary and monumental, as is indicated by the chart. If we turn to Henderson's history, a manual dealing with a special period, we have the same result,—a basis of secondary and primary authorities; the same principle holds with reference to exhaustive works like those of Helmolt and, to some extent, of Mr. Henry C. Lea.

If now we turn to the class of primary authorities, we shall include in it all those contemporary records of a period whose authenticity has been investigated by the author himself. These records may be classed as literary and monumental.

The homely phrase "everything is grist that comes to the mill" well characterizes the vast amount of seemingly heterogeneous literary material that the historian must sift and analyze before he is ready to combine contemporaneous records into an orderly history that shall give a true picture of the past. Constitutions, charters, laws, proclamations, decrees, papal bulls, treaties, statistical tables, are all examined as to their authenticity and importance. The works of contemporaneous historians, of chroniclers, biographers, geographers, travelers, linguists, men of letters, economists, scientists, theologians, statesmen, and philosophers, are eagerly studied for the conscious records of the time. The historian searches poems, dramas, satires, essays, novels, letters, diaries, journals, memoirs, sermons, hymns, songs, for the unconscious records of the period. He searches newspapers, magazines, and a mass of ephemeral literature and tests its value as historical material by a study of the laws affecting freedom of the press. Everything in printed or in manuscript form that bears on the period studied is summoned before the bar and the testimony given is accepted or rejected in accordance with the laws of historical evidence.

But the historian does not rely alone on the record written with the pen. He has come to realize that this constitutes but one part of the evidence that must be examined and weighed before he can write the history of a given period. The records left by nature through geological formations and anthropological changes; the record left by spoken and written language, by existing forms, ceremonies, and rituals, the original meaning of which has long since passed away; the records left by architecture, painting, and sculpture, by coins, medals, and seals, by armor and heraldic emblems, by rugs and tapestries, by wood carving and wood inlaying,—all these infinitely varying forms of the monumental record must be examined and tested before the hisotrian is ready to portray the past.

If now we turn to the chart, it will be evident that the *History of Western Europe* is based not only upon reliable secondary authorities but also in part on original records both literary and monumental. The works of scientists, poets, preachers, travelers, philosophers, and statesmen, constitutions, laws, treaties, decrees, and papal bulls,—every variety of literary material has been placed under requisition. Sites of towns, city walls, construction and plans of buildings, portraits of individuals made by pen, brush, and chisel, cartoons and caricatures, costumes and jewels, household furniture and arrangement of gardens and hedges, inventions and machinery,—every form of material expression of the activity of human thought has directly or indirectly been examined.

It is obviously impossible to indicate on the chart more than a fraction of the very large number of authorities on which the *History of Western Europe* is based. A sufficient number is given, however, to show that every historian, as differentiated from a compiler of text-books, bases his work in the last analysis on contemporaneous records and that he is prepared to answer fully and satisfactorily the searching question asked with reference to every statement made, "What is the authority?"

VII. CONCERNING HISTORY.

1. What is history?

Definitions of history

Find, copy, compare, study and discuss the various definitions that have been given of history. Consult, for example, Emerson, Carlyle, Macaulay, Freeman, Shelley, Matthew Arnold and others.

The Nature of history

Birrell, A., *Obiter Dicta, Second Series.*

Harrison, Frederic, *The Meaning of History.*

Robinson, J. H., *History.*

————— *The New History.*

Shotwell, J. T. "History," *Encyclopaedia Britannica*, Eleventh edition.

2. The study of history.

Channing and Hart, *Guide to American History.* (The suggestions given, while intended specially for American history, are of universal application.)

Hart, A. B., *American History told by Contemporaries.* 4 vols. (The introductions are of general value.)

Committee of Seven, *The Study of History in Schools.*

3. Historical fiction.

Consult the titles in *Suggestive Lists for Reading in History.*

4. Classification of histories as to

Scope,

General, as *Helmolt*,

Special, as *Henderson*,

Monograph, as *Jusseraud.*

Content,

Political, as *Gardiner*,

Ecclesiastical, as *Alzog*,

Economic, as *Ashley*,

Military, as *Mahan*,

Social, as *Traill.*

VIII. THE FORMATION OF A LIBRARY.

Every student should begin at once the collection of books that shall be the nucleus of a permanent library. Some reasons for it are suggested by these opinions of famous authors.

“My library was dukedom large enough.”

“Knowing I lov'd my books, he furnish'd me,
From mine own library, with volumes that
I prize above my dukedom.”

—Prospero, in *The Tempest*,—Shakespeare.

“The library of wisdom is more precious than all riches, and nothing that can be wished for is worthy to be compared with it.”—Richard de Bury. *Philobiblon*.

“All minds in the world's past history find their focal points in a library.”—*Gilbert de Porré*.

“I no sooner come into the library, but I bolt the doors to me, and in the very lap of eternity amongst so many divine souls, I take my seat with so lofty a spirit and sweet content, that I pity all our great ones and rich men that know not this happiness.”—*Heinsius*.

LIBRARY OF CONGRESS



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